Name _____ Date _____ Teacher _____

Grade 4 Module 3 End-of-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, "Evidence of solid reasoning with a correct answer". These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)

	Module 3: End-of-Module Assessment										
	Domain			**Standards**							
Question	Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	4.OA.1	4.OA.2	4.OA.3	4.OA.4	4.NBT.5	4.NBT.6	4.MD.3
1	1 2 3 4						X			
2	1 2 3 4						X			
3	1 2 3 4	1 2 3 4				X		X	X	
4		1 2 3 4							X	
5		1 2 3 4							X	
6a			1 2 3 4							X
6b, c, d	1 2 3 4	1 2 3 4		X	X	X		X	X	

Domain Score	Operations and Algebraic Thinking		Number and Operations in Base-Ten		Measurement and Data	
Total Points						
Level	4	14-16 pts.	4	14-16 pts.	4	4 pts.
	3	10-13 pts.	3	10-13 pts.	3	3 pts.
	2	6-9 pts.	2	6-9 pts.	2	2 pts.
	1	4-5 pts.	1	4-5 pts.	1	1 pt.

Notes:

Grade 4 Module 3 End-of-Module Assessment Task Score Sheet (continued)

End-of-Module Assessment Task (Topics A – H) Clusters and Standards Addressed
Use the four operations with whole numbers to solve problems.
4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Gain familiarity with factors and multiples.
4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1 – 100 is prime or composite.
Use place value understanding and properties of operations to perform multi-digit arithmetic.
4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*